



**St Mary's &
St Benedict's**
RC Primary School

St. Mary's & St. Benedict's Curriculum Intent and Aims

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be confident, independent, curious, open-minded, enthusiastic, observant, co-operative and resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

Overleaf is set out the Intent, Implementation and Impact for Design and Technology.

In **Design and Technology** we develop the qualities listed overleaf in our whole school intent and aims in the following way:

Intent

Design and Technology is a key part of our day to day lives and it is therefore important that our children are taught how this subject is a vital feature in our world. At St Mary's and St Benedict's Primary School, children are encouraged to think creatively in order to solve problems in real world contexts. The teaching of Design and Technology in our school supports children to identify needs and opportunities, giving them the chance to develop their own ideas with a clear purpose.

Implementation

Design and Technology is taught as part of our two-year rolling programme. When featured in the Lancashire documents, our medium-term plans identify the skills which will be taught within a theme of the school's curriculum.

Planning has detailed links with National Curriculum objectives, with clear expectations for each class setting. All Design and Technology units follow a 'design, make and evaluate' principle, allowing children to fully experience every aspect of learning within the subject and putting them and their ideas at the very heart of their learning. Plans are further underpinned by our school Knowledge Organisers which consolidate age appropriate objectives into one document. Effective objective organisation allows for clarity within each year group and supports definitive progression of skills through the school. To further support our plans, we have collated all objectives for each year group into 'Skill Progression' documents, which provides planning clarity and allows gaps in learning to be identified and addressed as required.

Work is recorded in individual Design and Technology sketch books, which move through the school with each child. This allows us to fully incorporate *progression* into the topic, with the continual encouragement for children to build on what they have already learnt.

Impact

Marking and observation form a huge part of assessment within Design and Technology. All marking in sketch books follows our school marking policy and is regularly reviewed as part of whole school 'Book Looks'. Progress is also measured through Knowledge Organisers, with achieved targets highlighted yearly. Assessment is additionally supported by AFL, as set out in our school Feedback Policy. This also informs lesson evaluations and next steps within teaching and learning. All assessment information informs end of year reports to parents. Progress is measured against objectives outlined in Knowledge Organisers, underpinned by the Lancashire Planning documents. Objectives and Knowledge Organisers are shared with parents each half term.

As part of our whole school review process, subject strengths, weaknesses and areas for improvement are highlighted and brought to the attention of the subject lead (JE). This information is then reviewed and amended to suit the particular year group and their surrounding curriculum.